

HART MEMORIAL PRIMARY SCHOOL



Relationships and Sexuality Education Policy

Date: DECEMBER 2016

Reviewed: NOVEMBER 2018

Reviewed: AUGUST 2021

Relationships and Sexuality Education

Legal framework for Relationships and Sexuality Education (RSE)

The Education (Northern Ireland) Order 2006 requires all grant aided schools to offer a curriculum which:

- ***Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and***
- ***Prepares such pupils for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.***

The Northern Ireland Curriculum includes Personal Development and Mutual Understanding (PDMU) in primary schools, which develops into Learning for Life and Work (LLW) in post-primary schools.

Relationships education supports the curriculum aim which is ***‘to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’***

Definition

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

Aims

The aims of RSE in Hart Memorial Primary School are:

- To develop a loving pride in one’s family and an active association in the local community
- To encourage pupils to examine and explore the various relationships in their lives and learn how to develop and enjoy friendships which are based on responsibility and mutual respect, within the school and at home
- To promote an appreciation of the importance of the family unit, regardless of structure/composition
- To enhance the personal development, self-esteem and well-being of each child
- To provide pupils with the information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today
- To encourage pupils to avoid behaviours which could be harmful to themselves and /or others

Morals and Values Framework

Mindful of the ethos of Hart Memorial Primary School and the diversity of religious and cultural groups in the school, pupils are taught RSE within a framework that encourages the following:

- a respect for self
- a respect for others
- non-exploitation in relationships
- commitment, trust and bonding within relationships
- an exploration of the rights, duties and responsibilities involved in relationships
- honesty with self and others
- self-discipline
- the difference between right and wrong
- responsibility for one’s own actions
- a development of critical self-awareness for themselves and others

RSE should:

- be relevant, accessible and age-appropriate to all young people
- be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background

- seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others
- respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance
- include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings

Learning Outcomes

The RSE curriculum should enable pupils to:

- develop a sense of self-awareness, self-esteem and self-worth
- develop an appreciation for the dignity, uniqueness and well-being of others
- develop personal skills which help to establish and sustain healthy personal relationships
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- become aware of the variety of ways in which individuals grow and change
- develop a critical understanding of external influences on lifestyles and decision-making

Skills

The RSE curriculum should enable pupils to develop:

- **communication skills** – putting one's own views forward clearly and appropriately; listening to others' points of view; handling and resolving conflict peacefully
- **decision making and problem-solving skills** – for sensible and responsible choices; making moral judgements about what to do in actual situations
- **inter-personal skills** – for managing relationships confidently and effectively; for developing as an effective group member or leader
- **practical skills** – for everyday living; for supporting others; for future parenting

Confidentiality

- The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions
- Teachers do not promise confidentiality and will pass on concerns in line with the Child Protection Policy
- Teachers can provide all pupils with information about where and from whom they can receive confidential advice and support
- Teachers encourage young people, where possible, to discuss their concerns with parents or guardians
- In line with Hart Memorial's Child Protection Policy, teachers inform the Safe-guarding Team for Child Protection of any disclosures which might suggest that a pupil is at risk

The Role of the Teacher

- Teachers provide general educational advice to all pupils as part of the curriculum
- This general advice can be given to pupils individually or within group situations
- Teachers can provide all pupils with information about where, and from whom, they can receive confidential advice and support
- Only appropriate medical professionals should give medical advice to pupils
- Any disclosures that might suggest a pupil is at risk are reported as outlined in the Child Protection Policy

How will we achieve our aims?

Children will learn on a day to day basis from the example set by adults:

- At home
 - As first educators, parents are expected to lay the foundations for all acceptable patterns of behaviour, leading by positive example
 - Parents share with the school in the joint task of bringing the child through to the age of 11 with a balanced understanding of life and a healthy appreciation of the human relationships they have formed and will continue to develop in years to come

- At school
 - The positive climate and constructive everyday interactions between pupils and staff, both inside and outside the classroom
 - The messages we give out to children through religious celebrations, assemblies, discussions, workshops etc
 - The encouragement we give and the standards we uphold in terms of sportsmanship, fair play, accepting decisions and taking both winning and losing in the same spirit
 - The respect we have for and show to all members of our community

Equal Opportunities

Generally, RSE will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each other's perspectives. However, there will be times that teachers or other facilitators will work with single gender groups, e.g. P7 'Love for Life' programme, to explore puberty-related physical and emotional changes in both boys and girls. The programme of RSE delivered will be accessible to all pupils regardless of age, culture, disability, sexual orientation, gender or social class.

Monitoring, review and evaluation of this policy

This policy will be under periodic review. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by information from teachers, which will have been gained through the teaching situation. Feedback from parents, outside agencies and pupils will also feed into the review process. Necessary changes in policy will be implemented.

Adopted by Board of Governors, December 2016

Reviewed: November 2018

Reviewed: August 2021

RESOURCES FOR SCHOOL: A SUPPORT DIRECTORY

Keeping children safer in the digital world

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childnet.com/teachers-and-professionals

www.kidsmart.org.uk

Recognising and challenging inappropriate behaviour and touch

www.nspcc.org.uk

www.safertoknow.info

Sexual orientation, gender identity and homophobic bullying

www.stonewall.org.uk

www.endbullying.org.uk

Guidance documents

www.ccea.org.uk

- Living Learning Together
- PDMU guidance booklet
- PDMU progression grids
- Active Learning & Teaching methods for Key Stages 1 & 2
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at Key Stages 1 & 2